



# ASPIRA Annual Report 1975-1976

**EL BILINGÜISMO  
ES PARA TODOS.**

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**JOSÉFA ORTIZ  
DE DOMINGUEZ**



**JOSÉ MARÍA MORELOS**



**LOLA RODRÍGUEZ DE TIÓ**



**JUAN PABLO DUARTE**

**JOSEFA ORTIZ  
DE DOMINGUEZ**  
Born in Mexico. This intelligent and courageous woman was part of the first group of patriots to fight for Mexico's Independence. When she learned that their activities had been discovered by the Apaches she warned Hidalgo who then decided to launch the rebellion against Spain the famous night of September 16, 1810 (Grito de Dolores).

**GEORGE WASHINGTON**

Born in Virginia, United States. He was the head of the revolutionary army struggling for independence. After gaining freedom for his people, he was elected first president of the United States. He is one of the greatest figures in history, of whom it has been said that «He was first in peace, first in war, and first in the hearts of his countrymen».

**JOSÉ MARÍA MORELOS**

Born in Valladolid, Mexico. He is one of the founders of the Mexican Republic. He joined the independence movement started by Hidalgo, and showed his courage in many revolutionary battles. Morelos introduced economic and social reforms in his country.

**ANTONIO MACEO**

Born in Santiago, Cuba. He distinguished himself by his daring deeds in the fight for his country's independence. He won the love and respect of his fellow countrymen for his discipline and sense of honor and for having been a good son, father and husband. He died in the final battle that won his country's independence. He is known as «The Titan of Bronze».

**LOLA RODRÍGUEZ DE TIÓ**

Born in San Germán, Puerto Rico. She was a poet and patriot and began writing at an early age. Her patriotic poems brought about her exile from the Island. She was author of the revolutionary words of «La Borinqueña», the Puerto Rican anthem. In years of exile, she was a well known writer.

**RAMÓN MATÍAS MELLA**

Born in the Dominican Republic. Francisco del Rosario Sánchez and Mella were together at the time of the «Grito de Independencia» on February 27, 1844. Duarre, Sánchez and Mella were very young when they struggled and succeeded in obtaining the independence of Santo Domingo.

**JUAN PABLO DUARTE**

Born in Santo Domingo. Duarte was educated in Spain and traveled extensively abroad. At age 25 he founded «La Trinitaria», a secret society formed to liberate his country from the Haitian domination. He is considered the founder of the Republic, which was proclaimed in 1844.



**GEORGE WASHINGTON**



**ANTONIO MACEO**



**RAMÓN MATÍAS MELLA**

(Retratos al Pastel)

# Aspira of America, Inc. Annual Report 1975-76

BILINGUALISM  
IS FOR EVERYBODY.....

JULIA E. RIVERA  
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NEW YORK, NY 10009

EL BILINGÜISMO  
ES PARA TODOS.....

*Globetrotter  
multilingual*

An exact copy of the front cover, suitable for framing, is folded  
into the back cover. Remove at the perforation provided.

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**MIGUEL HIDALGO**

### **MIGUEL HIDALGO**

Born in Guanajuato, México. This Mexican priest and patriot is considered the father of the independence of his country. In 1810 he formed a makeshift army, and launched the Mexican Revolution with the famous «Grito de Dolores». He continued fighting but was finally defeated and executed. He is especially remembered for his concern over the welfare of the Indian population.

### **SIMÓN BOLÍVAR**

Born in Caracas, Venezuela. His courage as a soldier, and his ability as a politician and statesman have won him one of the highest places in the struggle for Latin American independence. Bolívar is known as «The Liberator». He won the independence for Colombia, Venezuela, Ecuador, and Bolivia.



**SIMÓN BOLÍVAR**



**JOSÉ MARTÍ**

### **JOSÉ MARTÍ**

Born in La Habana, Cuba. He was a poet and a writer and is considered the Apostle of his country's independence. At 17 he was subjected to political imprisonment. Martí lived many years in exile. He returned to Cuba to show his faith in his revolutionary ideas on the battlefield and died at the Dos Ríos Battle.

### **EUGENIO MARÍA DE HOSTOS**

Born in Mayagüez, Puerto Rico. He was a writer, sociologist, educator and patriot. Exiled from Puerto Rico for his liberal ideas, he lived in Haiti, Chile, and Santo Domingo, where he distinguished himself as an educator and sociologist. He actively supported the cause of independence for Puerto Rico. He died in Santo Domingo.



**EUGENIO MARÍA DE HOSTOS**



**JOSÉ DE SAN MARTÍN**

### **JOSÉ DE SAN MARTÍN**

Born in the Province of Corrientes in Argentina. He was one of the greatest generals and statesmen in Spanish-American. San Martín and Simón Bolívar are considered the two greatest fighters for Spanish-American freedom. He is called «The Saint of the Sword». He liberated Chile, Peru and Argentina.



**MARIANA GRAJALES**



**LUIS MUÑOZ RIVERA**

### **MARIANA GRAJALES**

Born in Cuba. She was the mother of Antonio Maceo, the famous hero of Cuban Independence known as the «Titan of Bronze». A woman of great strength and character, she inspired Antonio and her other sons to fight for their country's independence.



**ABRAHAM LINCOLN**



### **ABRAHAM LINCOLN**

Born in Kentucky, United States. Although coming from a poor family, Lincoln studied and worked endlessly to obtain the highest positions in government, including the presidency. He favored freedom for the slaves which was approved by Congress in 1865. He kept his country united when the states decided to separate during the Civil War. He is remembered as «Honest Abe».

# Foreword

This year, Aspira marked its sixteenth year of existence. At the end of this year, the organization researched and produced its first report on the educational attainment of Puerto Ricans in eleven metropolitan areas. Those areas comprised ninety-five percent of the Puerto Rican school population living in the mainland United States. Some of the most relevant findings of the report are summarized as follows:

- After thirty years of education, the average schooling for Puerto Ricans in the continental United States has only gone up two grades.
- Sixty percent of the population still finds itself without a high school diploma and the drop-out rate varies greatly, from nine percent in San Francisco to eighty percent in Boston.
- Twenty-five percent of those who attain a high school education take more than the usual twelve years of schooling.
- Increasing numbers of the Puerto Rican school population find themselves more segregated in schools than they were ten years ago.
- Only two percent of all Puerto Ricans has graduated from college.

Within the context of the dismal educational statistics which have surfaced in the report, Aspira and its affiliates have notably accelerated their efforts to offset the dreary Puerto Rican statistics that demonstrate that this segment of the population is second only to Native Americans in their lack of educational attainments. Aspira's work during the year led to an increase in college placements, compared to the previous year—2,201 versus 2,008. This was achieved in the face of an increasing deterioration in the substance and structure of the City University of New York, which enrolls the bulk of our college students.

The efforts to bring more representation of Puerto Ricans into the ranks of the medical profession were rewarded with a substantial increase in placements in medical schools—up from 41 in 1974-75 to 51 in 1975-76.

During this latter year, Aspira was able to place more than one third of all mainland Puerto Ricans gaining admission to medical school. In other allied health professions, the corresponding increment is more dramatic, since the rate was accelerated more than eightfold, from 30 the previous year to 243 this year.

This year also saw the beginning of a novel program aimed at developing suitable materials that would respond to the peculiar needs of counseling bilingual clients: The Aspira National Demonstration Program in Counseling. The first phase of this program aims at developing audio-visual materials that will aid the counselor in his or her task of assisting the bilingual client to be motivated to pursue a post-secondary education. A series of manuals was prepared to serve as guidelines to the counselors in improving their counseling skills. The manuals are accompanied by three slide presentations that range from the depiction of Aspirantes who are successfully competing in college and professional schools, to detailed explanations of forms which have to be completed by the student in his search for college placement. Television equipment is also employed in this program as a tool to demonstrate successful counseling skills and to give the affiliates the flexibility to attend to the specific needs of their counselors and clients by preparing their own audio visuals. Phase II of this program will focus on the testing of these products with the aim of evaluating their effectiveness with actual bilingual clients. The last phase envisions the editing and eventual nationwide dissemination of the products of this demonstration project.

The Aspira-Rockefeller National Fellowship Program in Educational Policy graduated its first group of six participants. The six graduates finished their year of field experience with a more thorough understanding of educational legislation, policy developments and bureaucratic processes both at the federal and regional levels, and also with a clearer conception of how these elements impact upon the educational conditions in which the Hispanic communities find themselves. All six Fellows successfully responded to the intellectual challenge of the graduate requirements of Fordham University and obtained Masters degrees in Urban Education. Six new Fellows were selected for the year 1976-77. Five of

them are placed in Washington, D.C. and the other in the Regional Office of Education in Boston, Massachusetts. After the initial year's experience with the Fellowship Program, the Board of Directors of Aspira of America decided that a Washington office for the placement and field coordination of the Fellowship Program should be established. Such an office would improve the day-to-day supervision of the Fellows and would develop a clearing-house that would maintain a constant flow of information to Aspira and to the Hispanic community. Presently, this office is located on the premises of The National Urban Coalition office.

The past sixteen years have meant a growing institutional maturity for Aspira, where its objectives, personnel, size, budget and clientele have grown from a very limited operation located on Broadway in New York City, to a national office and five affiliates offering services to thousands and encompassing hundreds of employees and a multimillion dollar budget. Last year, the national Board of Directors felt that the time was propitious for starting the process of internal organizational clarification with an emphasis on the proper functional division of labor of Aspira's parts. The Board feels that this streamlining will be an ongoing process, for an educational institution must constantly respond to changing circumstances with new initiatives. However, it has made the institutional determination that the growth of the Aspira educational movement, its present level of maturity, and the needs of the constituency it serves will best be served by the recognition that, apart from the common goals in leadership and educational development all the Aspiras share, there are still important variations in the localities that are served by the affiliates. Thus, it has started the process of internal reflection and structural reinforcement not only by reaffirming the idea that led to the creation of Aspira affiliates in four major cities seven years ago, but by taking steps to actualize that idea further. The essence of the Board's point of departure establishes is that the national movement recognizes that the particular situation in which every Aspira finds itself varies from affiliate to affiliate, and that each affiliate's task is to respond to the particular needs in its own community. Since those communities are and will be in the near future immersed in different leadership and educational stages of growth, it is the affiliates' responsibility to design and operate the programs that best serve the felt educational and leadership service requirements of their community.

The primary function of the national office will be to bring together the common elements of leadership to articulate the educational needs of our Puerto Rican youth to the Hispanic community and to the public and private sector of the nation at large. In more concrete terms, the national office will engage in three central activities:

First, to collect, analyze and disseminate information that will clarify the educational situation of Puerto Ricans and other Hispanics to their own communities and to the rest of the nation. This process has already started with the publication of *Social Factors in Educational Attainment Among Puerto Ricans in U.S. Metropolitan Areas, 1970*. A second report is under preparation that will update the 1970 data and explain and analyze what has happened since. From there on, and with the assistance of a selected multi-ethnic commission of prominent national researchers in education, Aspira projects the publication of at least one report per year.

Second, to deliver to its affiliates a permanent and growing set of technical services in professional training, management, fund raising, proposal writing and other allied needs which will constantly improve the affiliates' capacities to maintain and extend the quality of their services.

Third, to expand Aspira's capacity to plan for new services through the tapping of new national funding sources both from the public and private sector. This activity is already producing results since the functional expenses of the agency grew 18% from the previous year, from 2.3 million to 2.8 million dollars. In 1977-78, the projected budgeted growth will climb to over 35% of what it was in 1975-1976.

However, the growth of Aspira in terms of educational services to the youth must also serve as a reminder of the enormity of the educational task that still remains to be performed. It is obvious that, in the light of the Puerto Rican educational attainment study and other such reports, we are just beginning the work of helping Puerto Ricans share equally in educational opportunities both in the mainland and in the island.



Carmen Escoda de Beal  
Chairman  
Aspira of America, Inc.



Mario A. Anglada  
National Executive Director  
Aspira of America, Inc.

March 1, 1977

# Aspira of America, Inc.

## Aspira Research Study

### Social Factors and Educational Attainment of Puerto Ricans in U.S. Metropolitan Areas, 1970

This is the first in a series of research monographs undertaken by Aspira of America, on Puerto Ricans and education. The study focuses on the many factors which affect the educational achievements of mainland Puerto Ricans. Using 1970 census statistics, the research study identified and analyzed the factors in the schooling process that create delays in completion, limits attainment, fosters dropping out and reduces the changes for higher education among Puerto Rican students in the United States. We hope the publication of the report will open the way for Aspira to engage in systematic research, enabling the agency to provide needed information to funding sources about the precarious educational situation of Hispanic youth. At the same time we hope this series will assist political officials, administrators, educators, and others in decision-making positions in taking action to correct the dismal picture.

## Aspira National Demonstration Program

Under the auspices of the U.S. Office of Health, Education and Welfare Department, Aspira of America is developing a national program on innovative counseling techniques. One of the main components in Aspira's high school and college programs is educational counseling that is geared to both individual students and groups. The National Demonstration Program attempts to upgrade Aspira's counseling techniques as well as demonstrate to schools and cities with large numbers of Puerto Rican students the best and most effective bilingual-bicultural counseling methods to apply to this population. One of the program's other goals is to test the innovative use of audio visual equipment in increasing the effectiveness of the Aspira process for both the counselors and the counselees.

## Aspira-Rockefeller Foundation National Fellows in Education and Legislation Program

This program is now in its second year of recruiting and training Puerto Rican men and women who want to make educational policy in the United States more responsive to the unique needs of the Puerto Rican community. It was established with the support of the Rockefeller Foundation and has been successful in placing past graduates as full-time employees in local, state and federal agencies and private non-profit organizations.

Applicants are recruited throughout the United States and Puerto Rico. Each year six Fellows are accepted as candidates for the Master of Science in Urban Education. During their nine-month internship period, they serve as full-time assistants to top level personnel in key educational policy making agencies. This provides them with meaningful, on the job, training and exposure. In 1975-1976, three Fellows were placed in Washington, D.C., two in California, and one in Connecticut.

Because it has proven to be such a success, the program is actively exploring ways to supplement current resources and to attract additional funding to permit significant future expansion of the program.

National Executive Director Mario A. Anglada and Chairperson of Aspira of America Carmen E. de Beal on the occasion of the release of Aspira's first research monograph.



**Statistical Summary of Services in all Affiliates  
Fiscal Year 1975/76**

| Affiliates                   | Intake       | Cumulative Caseload | College Placement | Number of Clubs | Club Members | Medical School Placements | Other H.C. Placements |
|------------------------------|--------------|---------------------|-------------------|-----------------|--------------|---------------------------|-----------------------|
| Aspira of New York, Inc.     | 1,091        | 3,798               | 808               | 32              | 1,199        | 28                        | 141                   |
| Aspira, Inc. of New Jersey   | 706          | 1,454               | 315               | 14              | 568          | 11                        | 50                    |
| Aspira, Inc. of Illinois     | 1,349        | 6,659               | 411               | 15              | 729          | 1                         | 23                    |
| Aspira, Inc. of Pennsylvania | 1,569        | 3,304               | 229               | 8               | 529          | -0-                       | 122                   |
| Aspira, Inc. of Puerto Rico  | 983          | 1,363               | 438               | 14              | 721          | 11                        | 29                    |
| <b>Totals . . . . .</b>      | <b>5,698</b> | <b>16,578</b>       | <b>2,201</b>      | <b>83</b>       | <b>3,746</b> | <b>51</b>                 | <b>365</b>            |

**National Health Careers Program**

In 1975-76, the National Health Careers Program continued to assist Puerto Rican and other Hispanic high school and college students interested in a health career. The program focuses on recruitment, career and personal counseling, retention and placement. Joint funding from the Public Health Services Division, HEW, and the Robert Wood Johnson Foundation has enabled each of Aspira's affiliates to hire two counselors. One is in charge of junior high and high school students, while the other works with college students and, to some extent, with medical school students. The success of the program is evident from the placement figure in medical school. In 1970 only 10 Aspira students were placed in American medical schools; in 1975, 51 students gained admission.

**National Aspira Scholarship Program**

Forty-one students from around the country received a total of \$27,000 in low-interest loans, in this, the third year of Aspira's National Scholarship Program. The loans ranged from \$150 for a college freshman to \$1,500 for a student enrolled in law school, and were given on the basis of personal or family financial need, difficulty in meeting school costs, good academic background or potential, and involvement in community-related activities. Students from each affiliate shared in the awards.



Aspira's National Demonstration Project

# Aspira, Inc., of Illinois

Fiscal year 1975-1976 has been the most successful of all the eight years of Aspira of Illinois' existence. There has been a 300% staff increase, and we have received \$350,763, with several thousand dollars in accounts receivable, in contrast to a total of \$214,041 received in fiscal year 1974-1975.

During the preceding year, our Educational Counseling Component serviced 12,616 students; 6,659 are on the active caseload, and 411 have been placed in colleges and universities. As of June 30, 449 students were awaiting acceptance to school. Over 12,000 students have participated in educational or health careers workshops conducted by our staff. All this is in contrast to fiscal year 1974-1975, when we had caseload of 2,081, college placements of 528, and intakes of 637. Almost 700 students have received BEOG, and 310 have been awarded Illinois State Scholarship monies, all through our counselors' assistance.

## Leadership Development

The total membership of the Aspira Clubs was increased by 430 in fiscal year 1975-1976. This is a considerable achievement considering there were only two club organizers for 15 clubs throughout the city. We are aware of a need to increase club membership and to insure the implementation of programs that satisfy our students needs. We have two new club organizers and we feel confident that we will achieve this goal.

## Health Careers

The Health Careers Component has hired two full-time career counselors. They have continued the program's previous levels of achievement while reaching out into new areas. This is illustrated by the MCAT Review Course which was offered as part of the Robert Wood Johnson program. This course assisted 12 students to prepare for the medical college admission exam in September. Also a junior high school Aspira Club was initiated by the Health Careers counselors at the Tuley Middle School. Five teachers from the school helped to provide resources and facilitate activities for the club. The club membership for this year is 60 students. One of the outstanding activities for this year in Health Careers was a health fair in February. The

fair had representatives from twenty colleges and universities. The students had the opportunity to meet the representatives from the different programs.

## Vocational Counseling

This project was geared to fully researching the area of vocational training. The objectives of the program were met, allowing twenty students to be serviced by it. This project, we feel, would be of great service if it were to be established as part of our program. The project allows students not interested in pursuing education to develop immediate skills in a specialized area.

## Summer Program

This year there have been some additions to the academic component of this program: courses such as "Introduction to Psychology," "Contemporary Latin-American Heritage" and in Spanish grammar were offered. In other respects the program remained the same as last year.

## Aspira—M.A.C.E. Bilingual Tutorial Reading Program

The staff of this program fulfilled its overall commitment to the goals and objectives proposed for fiscal year 1975-1976 in its ESAA, Title VII, project.

One hundred and fifty students from Chicago colleges and universities, and fifty high school seniors from public and parochial schools were recruited and trained as tutor-paraprofessionals. A total of 95% of them expressed a desire to pursue education or in related careers of Latino self-help.

Five hundred and twenty seven pupils from ten Chicago public elementary schools were recruited and pre-and-post tested. Almost 90% of these children exhibited a 2-to-3 year lag in their reading level, as shown by diagnostic reading tests. Three hour weekly tutorial sessions, through individual or group services, were provided to these students. Post-test scores showed that 60% of them gained a six month or more grade equivalent in reading, and 40% achieved a one year or more grade equivalent. The average reading gain score was eight months.

**Summary of Statistical Chart From Annual Reports**  
**Aspira, Inc. of Illinois**

| Year    | Intake | Cumulative Caseload | College Placement | Number of Clubs | Club Members | Medical School Placements | Other H.C. Placements |
|---------|--------|---------------------|-------------------|-----------------|--------------|---------------------------|-----------------------|
| 1971/72 | 264    | 693                 | 300               | 17              | 397          | —                         | —                     |
| 1972/73 | 597    | 1,054               | 337               | 16              | 502          | —                         | —                     |
| 1973/74 | 325    | 1,436               | 213               | 14              | 411          | —                         | —                     |
| 1974/75 | 637    | 2,081               | 528               | 14              | 819          | —                         | —                     |
| 1975/76 | 1,349  | 6,659               | 411               | 15              | 729          | 1                         | 23                    |

Again some good points of this program were:

- We provided opportunities for Latino urban high school and college students to become competent tutors.
- We provided para-professional and professional help for ten elementary school principals, 45 classroom teachers and 150 parents, all of who support the program and are willing to give their continued cooperation to it.
- The U.S. Office of Education has commended the professionalism, initiative, and commitment of the staff in proposing goals and objectives for linguistically / culturally different minorities (e.g., Latino children.)
- The Aspira-M.A.C.E. Tutorial Program was endorsed by the majority of teachers, tutors, and university officials for offering definitive help within a school.
- The program provided an opportunity for teachers and young adults to work on a common cause, i.e., remediation of reading problems and/or behavioral and learning reinforcements. Classroom teachers were made aware that young adults can and do help children in their reading needs. The mutual self-help that almost always ensued during those personal moments of sharing is a phase of the Aspira M.A.C.E. Tutorial Reading Project that is not quantifiable, but is demonstrable in the effective growth of the tutees.



A Counseling Session

# Aspira, Inc., of New Jersey

Since 1975-1976, when Aspira of New Jersey acquired its new Executive Director, some changes have been noticeable

- The staff has received training in human relations and counseling.
- Funding sources that had given Aspira terminal grants are reconsidering the agency and encouraging submission of new proposals
- Corporate contributions during mid-year doubled those of last year
- The evaluation of three Aspira programs by their respective funding sources rated the programs as excellent, and as a result, funding for two of these was increased for 1976-1977

Among Aspira of New Jersey's accomplishments for 1975-1976 are

- Better trained staff than at any other time in Aspira of New Jersey's history
- Improved accountability procedures for program and administration.
- The Aspira Alumnae Association
- 315 college placements
- Aspira counselors being admitted to professional organizations in their district

## Aspira Alumnae Association

This new organization of former Aspirantes is expected to help the agency assess its goals, to provide role models for new Aspirantes, to contribute to the effectiveness of the program, and to serve as evidence to funding sources of success in the Aspira process, and to provide essential data for proposals

## Leadership Development Program

During 1975-1976, in spite of a delayed grant award, transport workers' and teachers' strikes, the Leadership Program organized 14 clubs with a total of 568 student members who participated in various educational activities with an added emphasis on developing leadership skills

Club activities included

- Aspira school assemblies
- Aspira Initiation Ceremony
- Aspira Art Exhibit
- Aspira Awards Night
- Aspira Convention
- Ethnic Christmas activities
- Conferences on Consumer Rights, Food Programs, and Students' Rights
- Discovery Day Celebration
- Film Festival
- Karate Tournament
- Migrant Workers Workshop
- Presentation by the Aspirantes before the Board of Education
- Negotiations with the Board of Education to provide needed services
- Softball games
- Trips to museums and parks



A former Aspirante at work

**Summary of Statistical Chart From Annual Reports**  
**Aspira, Inc. of New Jersey**

| Year    | Intake | Cumulative Caseload | College Placement | Number of Clubs | Club Members | Medical School Placements | Other H.C. Placements |
|---------|--------|---------------------|-------------------|-----------------|--------------|---------------------------|-----------------------|
| 1971/72 | 395    | 835                 | 123               | 9               | 320          | —                         | —                     |
| 1972/73 | 395    | 822                 | 233               | 12              | 310          | —                         | —                     |
| 1973/74 | 570    | 707                 | 197               | 14              | 368          | —                         | —                     |
| 1974/75 | 698    | 1,150               | 232               | 17              | 370          | 5                         | —                     |
| 1975/76 | 706    | 1,454               | 315               | 14              | 568          | 11                        | 50                    |

**Counseling Program**

In 1975-1976 the Counseling Program reached 1,124 Hispanic students. This number included public school and college drop-outs, delinquents supervised by the courts, college students seeking transfers, graduate school students, high school and junior high school students, and youth arriving from Spanish speaking countries. Through this program the staff had the opportunity to put into practice its training and helped place 315 students in college.

Aspira counselors in Passaic County were inducted into the local association of teachers and guidance counselors.

Some representative activities of the Counseling Program included

- Scholastic Aptitude Test Orientation
- Harvard recruitment drive
- P.A.C.A. College Fair
- Rutgers University Open House
- Seton Hall University Open House

**Health Careers**

In 1975-1976 the Health Careers Program managed to serve 259 students from schools across New Jersey, especially students from Hoboken, Jersey City.

Newark, Passaic, and Patterson Health Careers also provides services to students at the post-secondary and graduate levels. This year eleven students—six more than last year—were placed in medical schools.

Through local grant awards, a Health Careers Internship Program was created, which allowed for the placement of students in hospitals and clinics. Here they learned about various aspects of medical and allied health careers field. The college clubs generally set their goals on medical school admissions. The clubs sponsored the following activities

**Health Careers**

Club activities have the objective of developing leadership skills, but here special attention is given to the dissemination of information on the allied health careers field. The college clubs generally set their goals on medical school admissions. The club sponsored the following activities

- Slide presentation on the program's objectives
- Film presentation on various health careers
- Health Careers assemblies
- Meetings to discuss mutual concerns and problems
- Speakers from various health agencies

# Aspira of New York, Inc.,

## Aspira Student Guidance Program

The Aspira Student Guidance Program is designed to stimulate and improve positive interaction and understanding between the urban ghetto schools and the students' parents, between the schools and their students, and between parents and their children.

The program has two components

1. The Parent Training Institute—its purpose is to increase the parents' understanding of the importance of their children's education through positive communication with the school system and its officials, and to develop local leaders who can address themselves to the needs of their community
2. The Student Motivation Center—was developed to increase the retention of students in junior high schools by improving their basic education skills and increasing their knowledge of the educational system

## Aspira Educational Opportunity Center

Its network of activities is designed to meet the many educational needs of Hispanic and other minority students from high school through to graduate school. It includes the following units:

1. The Talent Search Unit—the Senior counselors provide counseling to those young people who have been bypassed by traditional educational procedures and offer them motivation to continue their education
2. The Special Services Unit—was designed to assist college students from low income backgrounds or those with a limited English-speaking ability
3. The Health Careers Unit—The Health Career Counselors provide counseling and supportive services for all students who express a desire to pursue a health career
4. The College Counseling Unit—services college freshmen, sophomores, and transfer students by providing academic, personal, career and financial aid counseling
5. The Graduate Counseling Unit—services college juniors, seniors, graduates and persons possessing

degrees who are interested in applying to graduate and professional schools

Additional program accomplishments during the 1975-76 academic year

- Representatives from over 30 undergraduate colleges visited the center to inform students and staff of the opportunities available at their institutions,
- Organization of two student Health Career Clubs,
- Trips with pre-med students to various medical schools,
- A Health Careers Science Fair for high school students

## Adult Work/Study Miniversity—1975-76

The main emphasis of the program is to enhance the future employability of its adult participants. By placing program members in job sites where they will receive invaluable experience and at the same time enrolling all participants in the off-campus miniversity, our program's participants are developing in ways which in the long run will maximize the participants' chances to secure employment.

## Health Careers Programs:

### Robert Wood Johnson Foundation

Objectives: Robert Wood Johnson concentrates on the placement of Puerto Ricans and other Hispanics in medical schools through an intensive academic and career counseling program. Follow up support to students in medical schools is also provided.

## Public Health Service

Objectives: To expose high school students at an early age to all available health related careers, and to provide intensive academic and personal counseling.

## Law Enforcement Assistance Administration Programs

The main goal of the program is the prevention of juvenile delinquency among Puerto Rican youngsters through the development of a multi service, community

**Summary of Statistical Chart From Annual Reports**  
**Aspira of New York, Inc.**

| Year    | Intake | Cumulative Caseload | College Placement | Number of Clubs | Club Members | Medical School Placements | Other H.C. Placements |
|---------|--------|---------------------|-------------------|-----------------|--------------|---------------------------|-----------------------|
| 1971/72 | 5,076  | 5,206               | 1,065             | 36              | 2,800        | —                         | —                     |
| 1972/73 | 3,610  | 7,712               | 1,102             | 36              | 2,500        | —                         | —                     |
| 1973/74 | 3,340  | 6,475               | 719               | 36              | 1,019        | —                         | —                     |
| 1974/75 | 2,873  | 2,424               | 607               | 33              | 950          | —                         | —                     |
| 1975/76 | 1,091  | 3,798               | 808               | 32              | 1,199        | 28                        | 141                   |

based structure using a variety of techniques under the heading of supportive and educational services

**Off-Campus Supportive Services**

"Compadre Helper"—a student is trained in counseling and outreach skills, to counsel and tutor peers and to recruit drop outs for adult education programs

**Planning, Evaluation and Research Unit**

Through a grant received from the Carnegie Corporation of New York, Aspira of New York has hired two researchers to perform two basic tasks

- 1 To continue a process of internal planning and evaluation which would help Aspira's new programs to develop their activities
- 2 To integrate these new activities effectively into the existing structure of Aspira

The Office of Planning, Evaluation and Research has as its second function the planning of additional programs which would help the Hispanic community of New York meet many of its needs

**Leadership**

Leadership Development is achieved via educational counseling and peer group work in the many Aspira clubs which are organized at the high school level

**Comprehensive Economic and Training Act**

The Comprehensive Economic and Training Act program is providing 55 Hispanic students with college training. Each student upon completion of the program year receives 24 college credits. Besides the college curriculum, our students are placed in various community agencies throughout the city where they work three days a week

**Leadership Cultural Program**—its purpose has been to further develop the artistic capabilities and skills of the students by determining their creative ability and potential under professional supervision, and by fostering the awareness of their cultural roots and heritage as a vehicle to increase their interest in pursuing higher education

The Leadership Program—the goal of this program is to improve the education offered to Puerto Rican high school students. This is achieved by the interaction of staff and students in such a way that students learn skills, develop community awareness and recognize the value of education



Students at a College Course



# Aspira, Inc., of Pennsylvania

In fiscal year 1975-1976 Aspira of Pennsylvania's goal was to make its third year its best project year ever. An extensive internal evaluation was conducted. As a result different methods of objectively providing the program with quicker assessment were discussed. In depth discussions regarding organization, reporting, information and referral services were undertaken. An assessment was done as to what human and monetary resources were of interest to the counselors and the possible methods of implementation. Communication improvements and resources for the year were considered in enabling the program to gain awareness for bettering itself. An effort was made to meet one of the basic aspects of the agency, that is, its need to maintain constant communication and positive relations with colleges, universities, trade schools, health schools, community and business groups, as well as financial aid and lending institutions.

## Health Careers

This year the Health Careers Program was very active. Counselors from each program contacted their target area high schools and communities to inform them about the Health Careers Program and the Talent Search Program. They obtained information from colleges and institutions offering degrees or training programs and financial aid. They also recruited students for the Health Clubs via individual and group counseling.

A letter introducing the Health Careers Program to junior high schools and high schools was drawn up and sent to 20 schools in the city that in the past had Aspira clubs or have shown interest in the program.

## Some Health Career activities were

- Orientation workshops in medical and allied health career fields for students
- Fiesta Folklorica For this folkloric festival Aspira's staff prepared a booth with information on financial aid, health careers and admission applications all valuable information for the students

- Excursion to the Wistar Institute Museum This museum, associated with the Medical School of the University of Pennsylvania, proved to be full of surprises to the students
- Graduate Seminar Counselors present at this seminar obtained valuable information for students wishing to enter medical school
- Pre medical Conference at Yale—high school & college students attended
- Health Fair—students and counselors of the Health Careers Club participating in this fair were able to make a video-tape of students explaining their particular area of interest in health, and giving out information in that area
- Film Festival—Many students participated in this festival, concerning mental health and mental institutions
- Fairhill Clinic Workshop on Conception—this was followed by a question and answer period
- Christmas Gathering—Students prepared Puerto Rican foods for the occasion and exchanged gifts among themselves.

## Talent Search

A very stimulating project was developed and initiated by the Puerto Rican Cultural Workshop and the Talent Search Project. This project consisted of gathering research and information on agencies in the Philadelphia area. Guided by the counselors, the participants arranged and carried out interviews of the agencies visited. A discussion of the agency followed. It proved to be an encouraging assignment which made students aware of other services available to them and how to go about obtaining them. The following agencies were contacted:

- Spanish Merchants Association
- Governor's Council for Spanish Speaking People
- Federation of Puerto Rican Students at Temple University

**Summary of Statistical Chart From Annual Reports  
Aspira, Inc. of Pennsylvania**

| Year    | Intake | Cumulative Caseload | College Placement | Number of Clubs | Club Members | Medical School Placements | Other H.C. Placements |
|---------|--------|---------------------|-------------------|-----------------|--------------|---------------------------|-----------------------|
| 1971/72 | 127    | 367                 | 80                | 10              | 500          | —                         | —                     |
| 1972/73 | 357    | 744                 | 150               | 14              | 750          | —                         | —                     |
| 1973/74 | 361    | 1,210               | 145               | 14              | 750          | —                         | —                     |
| 1974/75 | 1,735  | 2,076               | 179               | 21              | 526          | —                         | —                     |
| 1975/76 | 1,569  | 3,304               | 229               | 8               | 529          | —                         | 122                   |

- Puerto Rican Fraternity
- Carnito Center
- Mayor's Spanish Complaints Offices
- City Human Relations Commission
- Ramos Antonini, Center
- El Taller Puerto Rican
- Casa de Carmen

Twelve students from Chester, Pennsylvania, attended a workshop sponsored by this program, in reference to procedures for college admissions. They were exposed to opportunities available at various colleges. The Talent Search Counselor prepared a table with information about colleges and Puerto Rican history. The following information was given:

- Catalogues
- Admissions applications
- Study kits
- "About Aspira" kits
- Manual on the history of Puerto Rico
- Financial aid information and applications
- Vocational information

With the United Fund Puerto Rican Cultural Workshop Program, this Program has been able to accomplish many of the goals of the component. The delivery of services has been greatly appreciated by many of the students. Major accomplishments of this program have been:

- John W. Hallahan High School—upon the request of Ms. Annette Caballero, President of the Aspira Club at Hallahan, a cultural workshop was planned and implemented. Most of the participants were young adults from the United States with a limited knowledge of their Puerto Rican culture.
- Cardinal Dougherty High School—A workshop on Puerto Rican culture was presented to a group of girls from this school at the Aspira Center. These students were mostly interested in the social legal aspects of Puerto Ricans in Philadelphia.

#### Talent Search Activities

- Folk Fair—Students from various schools did presentations relating to Puerto Rican culture
- Penn Treaty Junior High School A dance group of fourteen students did traditional Puerto Rican dances such as "La Plena" and "La Bomba"
- Thomas A. Edison High School—a musical combo composed of students played a selection of traditional and modern Latin songs
- Jules E. Mastbaum High School—Students assisted by a Home Economics teacher, prepared pastries and typical Puerto Rican dishes.
- John B. Stetson Junior High School—a group of students made emb.ems of various countries out of wax
- St. John the Baptist Festival—This holiday, customarily celebrated in Puerto Rico, was celebrated for the first time in Aspira's history by a group of 20 students. They paraded throughout the Downtown and Parkway areas of Philadelphia, dressed in the typical carnival costumes of Puerto Rico

#### Counseling Activities

- College Conference

Information concerning a college conference and Aspira's programs was compiled and sent to over 100 colleges, universities, and trade schools in and out of the state of Pennsylvania. Institutions were asked to send a representative and if possible have admissions and financial aid applications available for the students at the conference. Approximately sixty representatives and over one hundred participants attended. Mr. Josef Lebron, a representative from the Puerto Rican community and Vice Principal of Penn Treaty Junior High School talked about the need for higher education. Sessions were held by each college representative. The sessions consisted of the dissemination of information about entrance requirements, fees, degree require-

ments, curriculum offerings, etc. After this there were small group discussions and students were free to go from one group to another according to the colleges they were most interested in.

#### Cultural and Other Activities

Aspira of Pennsylvania also sponsored the following activities:

- Puerto Rican Day Parade

Aspira's students participated in this parade. It gave the Aspira staff an opportunity to publicize the efforts of all its programs.

- Latin Fiesta show, Robin Hood Dell
- 1976—Twenty students attended this musical. They all enjoyed it very much
- Phillies games—Tickets for these games were donated by Mr. Allan Brown of Girard Bank.
- Leadership Conference in the Poconos—twenty five students participated. They were involved in workshops geared to make them aware of the goals, values and decisions involved in effective leadership.



A Leadership Session



Aspirants in one of Aspirax Cultural Activities

# Aspira, Inc., of Puerto Rico

During 1975-1976, Aspira of Puerto Rico firmly established itself as the leading educational agency in Puerto Rico. Though educational opportunities at the college and university level are still limited for the poor, Aspira continues to offer services that open new opportunities for youth. Though small in comparison to needs Aspira's efforts and results have been significant. For example, some outstanding efforts have been made with the officials of the University of Puerto Rico's Medical Sciences Department to guarantee students from our Health Careers Program admission to the School of Medicine. Nine students of our program are now attending the University of Puerto Rico Medical School and one—the first ever from our affiliate—is at Stony Brook Medical School in New York State.

## Leadership Development Program

Last year was one of significant achievement and success in leadership development. The organizers and supervisors developed a training program for the Aspira staff in San Juan and Ponce. As a result the staff is better qualified in group dynamics techniques and better able to serve the needs of youth with qualitatively improved programs.

The training of staff has included seminars and workshops in the following areas as well:

- Non-verbal communication
- Knowing yourself
- Knowing others
- Verbalization of ideas
- How to give and receive feedback
- Development of awareness of the group process
- How to make decisions
- Planning
- Coping with conflicting situations

This year, through our program more than 600 students received information about our agency and its services and more than 400 applied. In Albert Einstein High School, three Aspira clubs were organized, as well as at Ramon Power High School, Sarriera School and Llorens Torres Community Center.

An average of 75 Aspirantes participated in program activities such as solving specific problems in schools, camping excursions, picnics, and social activities, all matched with workshops, films, seminars, and conferences, providing them with educational and social services of tremendous importance.

A highly successful new phase of the Leadership Development Program was the sports program. Our five new Aspira teams in basketball, volleyball, swimming, ping-pong, and chess took part in activities in the YMCA in San Juan, in Guaynabo, in the Naval Base at San Juan, and the YMCA in Ponce, all of which proved to be positive, contributing to strengthened relationships among students of different districts, and promoting our agency among high school students.

Another area of accomplishment was the Aspira Clubs Federation, in which students were trained to know better the agency and its functions in such a way that made them palpably more efficient in their FCA jobs. We have also continued to assist students of the Marine Careers Program, in spite of its being discontinued. Four of its students obtained Captains licenses, three work in marine related jobs, and one is organizing a tourist project in coordination with the island's Tourist agency and the assistance of Aspira.

Due to the nature of its work, the Leadership Development Program is most related to school activities. In view of the absence of a clear and consistent policy on the part of the Public Instruction Department, our coordination with schools and activities therein are affected by the receptiveness or resentment of functionaries in charge of schools or school districts. For instance, in the Einstein and Sarriera schools, our organizers were well received and aided on their jobs by school counselors and teachers, while in Ramon Power School a feeling of resentment and resistance has prevailed.

**Summary of Statistical Chart From Annual Reports  
Aspira, Inc. of Puerto Rico**

| Year    | Enrollees | Cumulative Caseload | College Placement | Number of Clubs | Club Members | Medical School Placements | Other H.C. Placements |
|---------|-----------|---------------------|-------------------|-----------------|--------------|---------------------------|-----------------------|
| 1971/72 | 277       | 597                 | 63                | 12              | 500          | —                         | —                     |
| 1972/73 | 153       | 750                 | 74                | 12              | 750          | —                         | —                     |
| 1973/74 | 1,541     | 1,280               | 171               | 12              | 418          | —                         | —                     |
| 1974/75 | 750       | 1,340               | 462               | 12              | 236          | —                         | —                     |
| 1975/76 | 983       | 1,363               | 438               | 14              | 721          | 11                        | 29                    |

**Counseling Program**

This program serves the needs of more students than ever before. This year 1,363 students received counseling, most of them (983) at the high school level, and 204 at the post secondary education level. A total of 36 have received or are receiving vocational-technical training, while 140 have completed two years of college.

Counseling services that this program offers can be divided in two wide areas.

- Orientation and assistance in the processes of applying to college, scholarships, equivalency examinations, technical schools, etc
- Counseling and assistance to the student in reference to his vocational inclinations, self-confidence and personal problems that he might be coping with.

Among tests administered to students were:

- Those that measure personality aspects, familial and social relationships, and attitudes toward studies
- Vocational Interest Test
- Equivalency and placement examinations for students who have been out of school more than six months

Workshops and seminars were offered to help students with administrative transactions, and to prepare them emotionally. A total of 151 students took the equivalency examination, five the placement test, and seven took subject matter tests.

Two seminars were also offered to students. One was oriented towards group dynamics. The other was a field day in Punta Borinquen for future college and university students to prepare them to enter college. Discussed were subjects such as:

- Coping with conflict
- Interviewing techniques
- Verbal and non-verbal communication techniques
- Sports activities

More than 30 students applied for the National Aspira Scholarships. At the end of the semester an Achievement Night was organized for the students who distinguished themselves by their achievements during the year.

**Health Careers Program**

The Health Careers Program has had a great impact on the Puerto Rican community. Through this program we have contributed to two fundamental areas of our society education and health. Students at the high school and college levels interested in health related careers receive counseling and orientation, and participate in leadership development and tutorial programs. We help students develop a commitment to service and we try to offer them academic and social experiences that will help them to be successful in their studies. Through this program 246 high school students had the opportunity of participating in formative and academic activities.

- A course in resuscitation offered by the Cardio Pulmonary Society of Puerto Rico
- A field seminar in Punta Borinquen where 80 students participated in exercises in group dynamics, conferences and sports activities
- Summer jobs in hospitals. 120 students participated in a summer program at the Medical Center Hospital in Rio Piedras. They received training and worked in such areas as medical technology, X-ray technology, pathology, pharmacy and occupational therapy, and as surgery assistants and nursing assistants
- Two visits to pharmaceutical complexes to observe their operations
- Study and research about hemophilia, mongolism and leukemia

More than 100 students participating in this program set up a conference for parents and students in which they revealed the program's results. Seventy students participated in a conference about pharmacy careers.

thirty-five were present at a genetics conference by Dr Garcia Castro, and some went on a trip to the Instituto Psicopedagogico. Three students participated in Pre-Med Summer Programs, one at Harvard University, another at the University of Houston, and another at the University of Indiana. A total of 102 students at the college level received specialized tutorial help in chemistry, mathematics, English and physics. For the first time, an Aspirante from the island was accepted to the School of Medicine at Stony Brook, New York. Presently 10 students have been accepted to medical school in Puerto Rico.

#### Tutorial Programs

As in past years, Aspira had more than twice the number of applications we could physically serve. To our regret and in spite of the enormous effort by the eight individual tutors, we had to refer students to other programs and place some on a waiting list while others were assisted during nonworking hours. The selection of students was based on the study of documents accompanying the applications. We were limited in our ability to deal with the high incidence of emotional and social problems among registered students. We lacked specialized professional services, and we had to ask some students to leave the course since they were only interrupting the development of others. This was done directly by the Program Supervisor. A workshop on Personal Development was helpful in this situation. It was designed by the tutors to expose students to experiences that allow for personal growth, using Group Dynamics to develop a sense of organization, group collaboration, critical thinking and to transfer theoretical knowledge and skills to group situations significant to the student. Here we were assisted by the Leadership Development Program.

In the second semester applying students had to be interviewed individually by the tutors who had studied their documents. If the student was not accepted, his case was discussed by the larger team and decisions were made by the same. Students thus selected showed signs indicating that this process was the most appropriate one. Tests on Spanish grammar, English, and math were given and an individual program was made for

every student according to the level of difficulty of each test. One benefit from this program was that students were completely organized at the beginning of the semester and they felt more self-assured. During the semester the production of materials increased significantly and better use was made of physical and human resources.

On July 30, 1976, due to lack of funding, our program ceased to exist in the form in which it had been structured. A proposal for funding was addressed to the Department of Public Instruction, but was rejected. The Tutorial Program is central to the functioning and significance of the agency in the community. These academic services are not given for free at any other place. Our island has no other viable alternative, therefore, we are trying to channel all our energies to provide this vital service to all students who need them.

#### Veterans' Program

Due to budget restrictions, only two periods of tutoring were offered whereas in 1974-1975 three had been offered. A total of 139 students participated last year. This year, out of 87 students participating in our program, 46 registered in the first semester, 42 completed the course, 18 applied for the GED test, and 24 applied for the College Board Examination. In the second semester out of 41 registered students, only two dropped out, 12 applied for the GED, and 27 applied for the College Board. Among the students that have reported to Aspira their test scores, the results have been very positive.

The Veterans' Program offers veterans the opportunity to prepare for the equivalency or College Board Examinations while allowing them to participate with other Aspirantes in diverse social and academic activities. Last year the following activities were offered by the program:

- Aspira of Puerto Rico—its function and purpose
- Veterans' Benefits—studies, housing, training, vocational rehabilitation, pensions, etc.
- Unemployment and Social Security
- Food Stamps

- Seminar on Education and Poverty
- Seminar on Environmental Contamination
- Orientation to the Caribbean Area
- Educational Films
- Activities in Ponce with students from "La Perla del Sur"

The tutorial program consisted of mathematics, sciences, Spanish, English, and social studies, and weekly workshop seminars dealing with problems related to the various professions and vocations. This club, the first of its kind in Puerto Rico, has 25 members. In activities coordinated by the Health Careers and Leadership Programs we were able to serve this sector of the population in their need for academic services. Our program is the only one approved by the Department of Public Instruction and the Veteran's Administration, offering tutorial and counseling services free of charge to eligible veterans.

#### **Aspira in Ponce**

A great interest in our program developed in Ponce since we located one of our offices there. Before, this area was virtually devoid of services. During our

first three weeks 175 applied for the program, 161 161 received counseling services, 50 were involved with the Leadership Development Program, 129 filled out forms of admission to post-secondary institutions, and 42 completed BEOG application forms.

An outstanding feature of our program is that through an arrangement with Ponce's Regisna Co., College of the University of Puerto Rico, 10 students were accepted for undergraduate studies, 16 were referred to the Special Services Program of the University of Puerto Rico, and 15 to the Interamericana University.

Group counseling, under the direction of the coordinators and counselors, had positive results for students and staff. To a great extent, the strength of our structure in Ponce has developed in the area of leadership development and in training programs on Group Dynamics and Organization Techniques. Students also participated in CETA, a summer program organized by the agency. Twelve students participated in manual arts workshops, and 29 received counseling aid. Four educational excursions were organized with an average of 38 students participating in each activity. At present we are working to recruit new students.



An Aspira Tutoring Session

## Aspira of America, Inc. and Affiliates (Note 1)

## Combined Balance Sheet

June 30, 1976

|  | Unrestricted     | Restricted       | Total              |
|--|------------------|------------------|--------------------|
| <b>Assets:</b>   |                  |                  |                    |
| Cash and cash equivalents . . . . .                                | \$181,867        | \$109,322        | \$ 291,189         |
| Grants and contributions receivable . . . . .                      | 25,934           | 378,588          | 404,522            |
| Loans to students . . . . .  |                  | 53,485           | 53,485             |
| Receivable from social security administration (Note 2) . . . . .  | 48,614           | 3,660            | 52,274             |
| Interfund receivables (payables) . . . . .                         | 18,137           | (18,137)         |                    |
| Land and buildings . . . . .                                       | 131,009          |                  | 131,009            |
| Less. Accumulated depreciation . . . . .                           | (23,846)         |                  | (23,846)           |
|  | 107,163          |                  | 107,163            |
| Office furniture and equipment . . . . .                           | 77,065           | 45,767           | 122,832            |
| Less. Accumulated depreciation                                     | (24,230)         | (8,887)          | (33,117)           |
|  | 52,835           | 36,880           | 89,715             |
| Other assets . . . . .   | 11,192           | 8,715            | 19,907             |
|  | <u>\$445,742</u> | <u>\$572,513</u> | <u>\$1,018,255</u> |
| <b>Liabilities and Fund Balances:</b>                              |                  |                  |                    |
| Accounts payable and accrued liabilities . . . . .                 | \$ 82,311        | \$ 15,851        | \$ 98,162          |
| Refund of social security taxes<br>to employees (Note 2) . . . . . | 24,307           | 1,830            | 26,137             |
| Pension contributions payable (Note 3) . . . . .                   | 16,516           |                  | 16,516             |
| Financing agreements (Note 5) . . . . .                            | 12,283           |                  | 12,283             |
| Mortgage payable (Note 4) . . . . .                                | 10,549           |                  | 10,549             |
| Contributions designated for future periods . . . . .              | 10,295           | 112,234          | 122,529            |
| Total liabilities . . . . .  | 156,261          | 129,915          | 286,176            |
| Fund balances . . . . .  | 289,481          | 442,598          | 732,079            |
|  | <u>\$445,742</u> | <u>\$572,513</u> | <u>\$1,018,255</u> |

See notes to combined financial statements

**Combined Statement of Support, Revenue, and Expenses, and Changes  
in Fund Balances (Note 1) for the year ended June 30, 1976**

|   | Unrestricted     | Restricted        | Total             |
|---|------------------|-------------------|-------------------|
| <b>Public support, grants, and revenue:</b>                       |                  |                   |                   |
| Government grants   | \$366,585        | \$1,469,837       | \$1,836,422       |
| Corporations and foundations                                      | 404,736          | 535,421           | 940,157           |
| Community   | 13,050           | 17,700            | 30,750            |
| Donated services  |                  | 18,970            | 18,970            |
| Interest and other  | 17,205           | 1,218             | 18,423            |
| Total public support, grants and revenue                          | <u>801,576</u>   | <u>2,043,146</u>  | <u>2,844,722</u>  |
| <b>Expenses:</b>  |                  |                   |                   |
| Program services  | <u>395,134</u>   | <u>1,934,450</u>  | <u>2,329,584</u>  |
| Supporting services   |                  |                   |                   |
| Management and general  | 312,152          | 43,874            | 356,026           |
| Fund raising  | 68,725           | 46,525            | 115,250           |
| Total supporting services   | <u>380,877</u>   | <u>90,399</u>     | <u>471,276</u>    |
| Total expenses  | <u>776,011</u>   | <u>2,024,849</u>  | <u>2,800,860</u>  |
| Excess of public support, grants and revenue<br>over expenses     | <u>25,565</u>    | <u>18,297</u>     | <u>43,862</u>     |
| <b>Other changes in fund balances:</b>                            |                  |                   |                   |
| Recovery of social security taxes paid in prior<br>years (Note 2) | 41,981           | 1,830             | 43,811            |
| Funds returned to donor   |                  | (717)             | (717)             |
| Transfer of funds   | (12,171)         | 12,171            |                   |
| Fund balances, June 30, 1975                                      | 234,106          | 411,017           | 645,123           |
| Fund balances, June 30, 1976                                      | <u>\$289,481</u> | <u>\$ 442,598</u> | <u>\$ 732,079</u> |

See notes to combined financial statements

**Combined Statement of Functional Expenses (Note 1)**  
 for the year ended June 30, 1976

|   | Program<br>Services | Management<br>and<br>General | Fund<br>Raising  | Total<br>Expenses  |
|---|---------------------|------------------------------|------------------|--------------------|
| Salaries .....  | \$1,499,581         | \$181,917                    | \$ 81,257        | \$1,762,755        |
| Payroll taxes and fringe benefits .....               | 183,255             | 30,253                       | 5,194            | 218,702            |
| Total salaries and related expenses .....             | 1,682,836           | 212,170                      | 86,451           | 1,981,457          |
| Occupancy and utilities .....                         | 181,182             | 25,182                       | 5,416            | 211,780            |
| Other office operating expenses .....                 | 130,363             | 42,007                       | 7,732            | 180,102            |
| Professional fees and contract service payments ..... | 81,622              | 24,447                       | 4,652            | 110,721            |
| Travel and meetings .....                             | 62,316              | 13,413                       | 8,331            | 84,060             |
| Stipends to students .....                            | 69,604              |                              |                  | 69,604             |
| Miscellaneous .....                                   | 116,339             | 32,342                       | 1,170            | 149,851            |
| Total expenses before depreciation .....              | 2,324,262           | 349,561                      | 113,752          | 2,787,575          |
| Depreciation .....                                    | 5,322               | 6,465                        | 1,498            | 13,285             |
| <b>Total expenses .....</b>                           | <b>\$2,329,584</b>  | <b>\$356,026</b>             | <b>\$115,250</b> | <b>\$2,800,860</b> |

**1. Summary of Significant Accounting Policies:**

The combined financial statements include the accounts of Aspira of America, Inc., and affiliates: Aspira of New York, Inc.; Aspira, Inc. of New Jersey; Aspira, Inc. of Pennsylvania; Aspira, Inc. of Illinois; and Aspira, Inc. of Puerto Rico. Aspira of America, Inc. is a national organization which coordinates and maintains a unified Aspira program for all Aspira affiliates. Major functions of the national office are to develop programs, raise funds, train personnel and provide financial and administrative support. Interaffiliate transactions have been eliminated.

Contributions and grants are recorded upon notification from the donor. Funds designated for use in future periods are recorded as deferred revenue and recognized as revenue in the designated period. All contributions and grants are considered to be available for unrestricted use unless specifically restricted by the donor.

Depreciation is provided on a straight-line basis over the estimated useful lives of the assets.

Fixed assets on which donor-imposed restrictions or conditions exist are recorded in the donor-restricted fund. At such time as the restrictions lapse or the specified conditions are met, such assets are transferred to unrestricted funds.

Donated services represent the salaries paid by a government agency to its employees who were assigned to work on Aspira projects.

**2. Social Security Taxes:**

Aspira of America, Inc., Aspira, Inc. of Illinois, and Aspira, Inc. of Puerto Rico have elected to withdraw from the Social Security System ("the System").

Aspira of America, Inc. withdrew from the System on July 1, 1975. In this connection, \$17,674 was recovered from the Social Security Administration. This payment represents contributions for the period of January 1, 1973 to June 30, 1975. An equal amount representing the employees' contributions has been collected and paid to the employees affected.

Aspira, Inc. of Illinois withdrew from the System on July 1, 1976 and is currently in the process of filing the necessary forms to recover social security taxes of \$26,137, for the period January 1, 1973 to June 30, 1976. Upon receipt of the funds, an equal amount will be paid to the employees affected.

The recoveries of social security taxes by Aspira of America Inc. and Aspira, Inc. of Illinois have been reflected in the combined financial statements.

Aspira, Inc. of Puerto Rico withdrew from the System on January 1, 1976. The affiliate filed for a refund of approximately \$52,000, representing employer and employees taxes paid for the five calendar years ended December 31, 1975. The recovery has not been reflected in the combined financial statements.

**3. Pension Plan**

Aspira of America, Inc., together with its affiliate, Aspira of New York, Inc., has a contributory pension plan available to all employees electing to participate and meeting length of service requirements. Contributions are made to the Plan based upon a percentage of the participating employees' gross salary. Pension expense for fiscal 1976 is approximately \$9,700.

**4. Mortgage on Land and Building:**

Aspira of New York, Inc. has a 9 1/4 % mortgage which is due in quarterly instalments of \$600, including principal and interest. Such payments will continue until further notice by the mortgagor or until the loan amount is paid in full.

**5. Commitments:**

Aspira of America, Inc. has a lease agreement expiring January 1978, whereby total rental expense will be the normal operating and maintenance expenses of the building it occupies. Such expenses are estimated to be \$18,000 annually.

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In addition, Aspira of America, Inc. has financing agreements for office and telephone equipment. These agreements provide for the following payments which include principal and interest:

| <b>Fiscal Year</b> |         |
|--------------------|---------|
| 1977.....          | \$2,753 |
| 1978.....          | 2,753   |
| 1979.....          | 2,753   |
| 1980.....          | 2,753   |
| 1981.....          | 2,753   |
| 1982-83.....       | 3,212   |

Aspira of New York, Inc. is obligated under lease agreements expiring on various dates through 1980. Minimum annual rentals aggregate approximately \$42,000 for fiscal 1977, \$30,000 for fiscal 1978, \$30,000 for fiscal 1979 and \$22,500 for fiscal 1980. Certain leases contain escalation clauses relating to cost of living adjustments, tax and utility rate increases.

Aspira, Inc. of Illinois' minimum annual rentals under leases are as follows:

| <b>Fiscal Year</b> |         |
|--------------------|---------|
| 1977.....          | \$3,600 |
| 1978.....          | 3,635   |
| 1979.....          | 1,525   |

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To the Board of Directors of  
Aspira of America, Inc.:

We have examined the combined balance sheet of ASPIRA of AMERICA, INC. and AFFILIATES (Note 1) as of June 30, 1976 and the related combined statements of support, revenue and expenses, and changes in fund balances, and of functional expenses for the year then ended. Our examination was made in accordance with generally accepted auditing standards and, accordingly, included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances.

In our opinion, the aforementioned combined financial statements present fairly the financial position of Aspira of America, Inc. and Affiliates at June 30, 1976 and the combined results of their operations and changes in fund balances for the year then ended, in conformity with generally accepted accounting principles applied on a basis consistent with that of the preceding year.

*Coopers & Lybrand*

New York, New York  
September 8, 1976

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